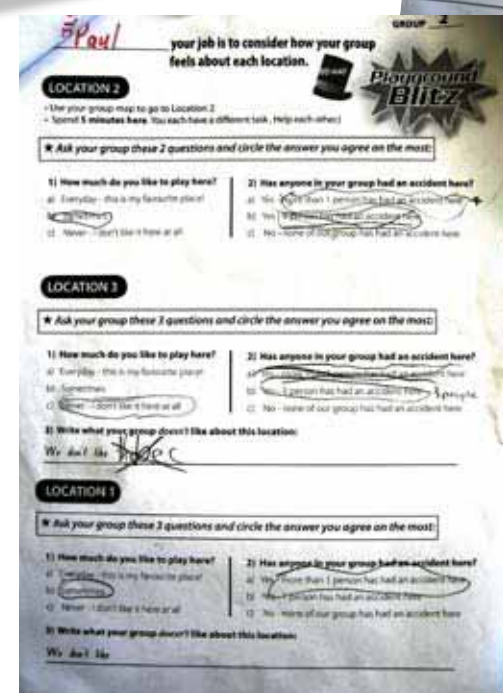
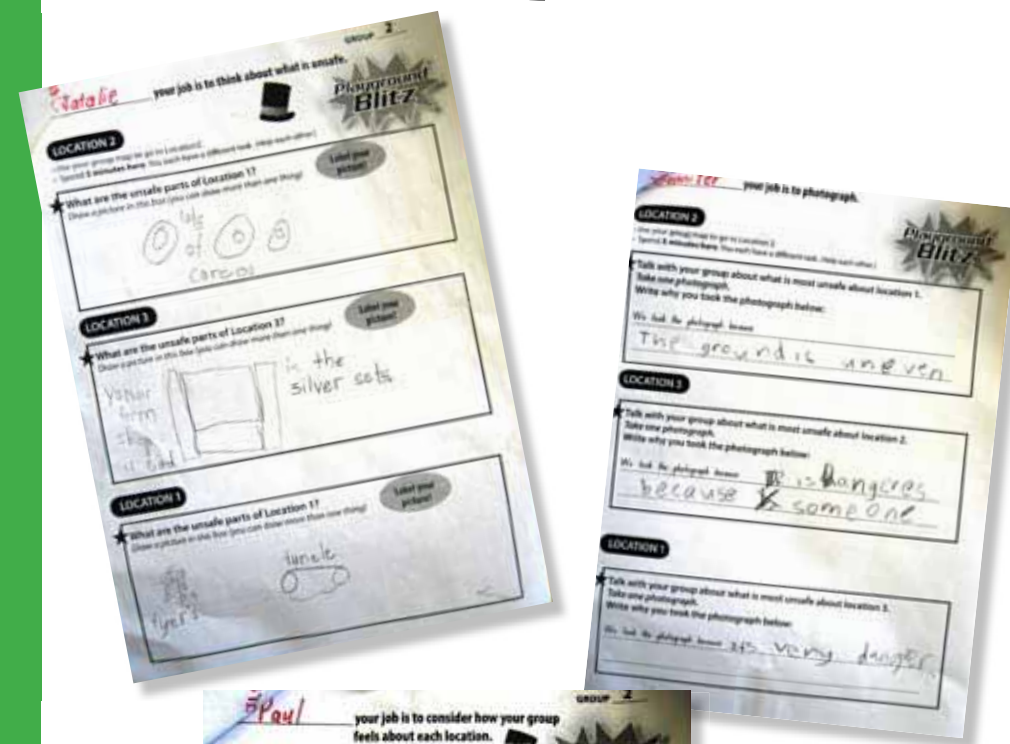


Playground Blitz



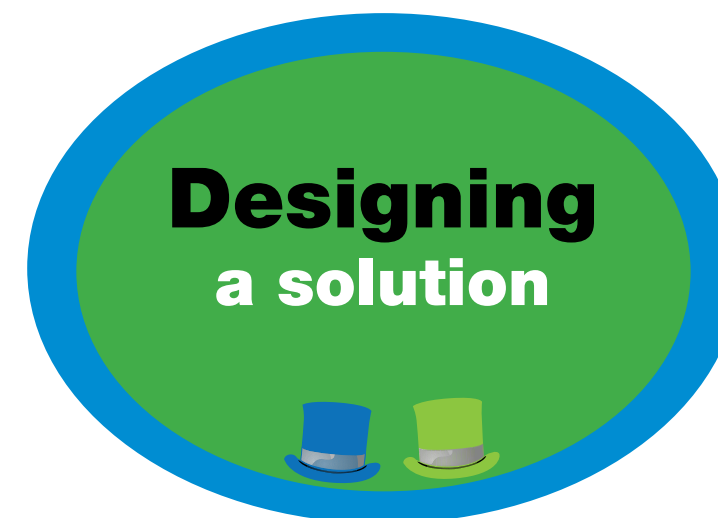
PROJECT STAGE 1



PROJECT STAGE 2



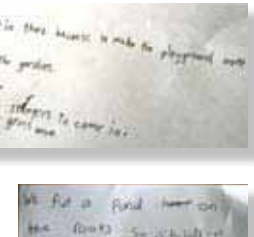
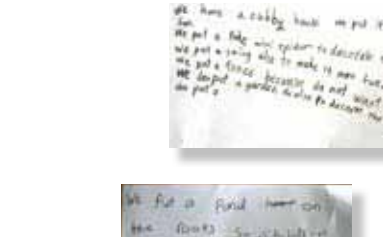
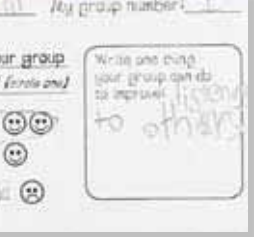
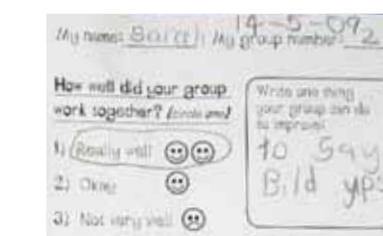
PROJECT STAGE 3



PROJECT STAGE 4



PROJECT STAGE 5





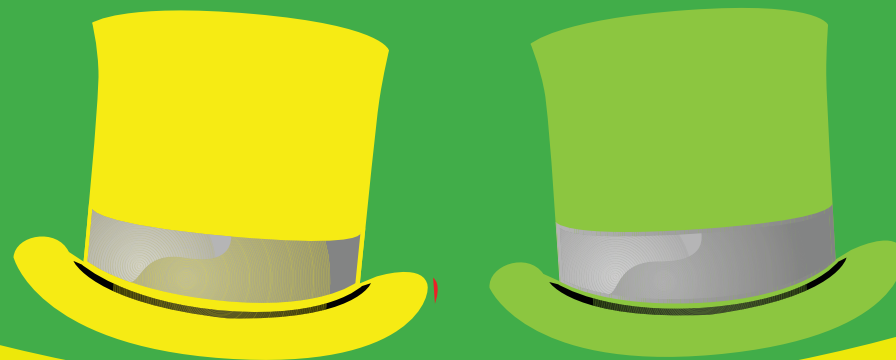
***Playground
Blitz***



**What and Where
are the problems
in our school
playground?**



What
improvements
could we make?



Designing **a solution**



Communicating
our ideas



Reviewing **our ideas**



Lesson Plan	PLAYGROUND BLITZ - WHAT AND WHERE ARE THE PROBLEMS IN OUR SCHOOL PLAYGROUND?			
Class: 1/2D	Topic: COGs - Local Places	Week: 3	Date: Thur 14 May 2009	
Anticipated Outcomes: (Maths) DS1.1 Gathers and organises data, displays data using column and picture graphs, and interprets the results (SciTech) DMS1.8 Develops and implements own design ideas in response to an investigation of needs and wants (SciTech) DMS1.2 Recalls past experiences in making decisions (English) TS1.2 Interacts in more extended ways with less teacher intervention, makes increasingly confident oral presentations and generally listens attentively				
What do I want the students to learn: – The first aspect of designing a solution is identifying what must be changed. – Talking skills in a small-group – Investigate the school environment and identify the hazards and problems which will form the basis of ideas and improvements.				
Activity/purpose/class structure	Indicators	Resources	Assessment	IOT elements
1. Introduction - What and where are the problems in our school playground? 10 mins - Whole Class <u>Questions</u> - Who remembers what we are doing this morning? - What are we going to do in this part of the project? (point to different phases) • Today, we are looking at what and where are the problems in our school playground. <i>What kind of a hat should I wear for this part of the project?</i> (Black - bad points) • I have some data that has come straight from the school office about what kinds of hazards are in our playground. <i>What does hazard mean?</i> (Something that is dangerous and might cause an accident) • Show the two graphs of (<i>What</i>) and (<i>Where</i>) do accidents occur. <u>Questions</u> - What are the differences between these two graphs? (names, one tells us what, the other tells us where) - How do you think this data might have been collected - What is the greatest.... least... – Look at the map we made together the other day - how could I mark on the map where the greatest hazards are?	<ul style="list-style-type: none">interpreting information presented in picture graphs or column graphs (DS1.1)	<ul style="list-style-type: none">Visual aid: “Playground Blitz”2 x graphs of accidentsLarge A3 map of school	<ul style="list-style-type: none">Ability to interpret the data from the charts and recall knowledge of teaching in mapping and charts.	1.1.3 Design and implement lesson sequences using knowledge of the NSW syllabus documents or other curriculum requirements of the Education Act 3.1.2 Plan and implement coherent lessons and lesson sequences that are designed to engage students and address learning outcomes. 4.1.1 Communicate clear directions to students about learning goals 4.1.3 Listen to students and engage them in classroom discussion
2. Breaking up into small groups for playground investigation- 25 mins- • Now that we have the big picture of where the problems are in our school, it's your turn to look at some areas of our school playground more closely. • You will work in groups and each of you will have a special job to do. But the important thing is to work together. When you go outside, your group's job is to look at 3 different locations - show the large map. You will have some instructions which tell you which location to go to first. Use the map. • Discuss the clapping signal when it's time to change locations. Discuss the signal to stop what you're doing and come back inside. I AM LOOKING FORWARD TO SEEING HOW WELL 1/2D works together. • Assign groups and distribute materials. Students are to take one lead pencil and their book to lean on. <u>Questions</u> - How will we work together when we are outside? (discuss build-ups, voice space, listening to one another, remembering why we are outside, helping each other with our tasks) - Before we ask a teacher, what could we do? (read our instructions! ask each other!)	<ul style="list-style-type: none">explores common products and environments (places) and suggests how the features of their design meet the needs of users (DMS 1.8)identifies safe and unsafe places to play (DMS1.2)follows instructions on how to complete an activityexpresses a personal point of view and listens to the viewpoint of otherslistens and contributes frequently to small-group interaction	<ul style="list-style-type: none">Group worksheets packs5 cameras5 stopwatchesEach student (lead pencil and COGs book)	<ul style="list-style-type: none">Worksheets as demonstration of learningObservation of students' interactions in small-groups	2.1.3 Demonstrate knowledge of students' different approaches to learning. 3.1.4 Demonstrate knowledge of a range of appropriate and engaging resources and materials to support students' learning.

3. Debrief - Whole class- 5 mins <ul style="list-style-type: none"> Have boxes ready marked with group numbers for students to drop their things into. Students place all paper, cameras and watches in there. Think about how you worked together. I'm going to give each of you a piece of paper that has a rating of how well your group worked together. Explain. <i>What are some things you can do better to help each other work as a group?</i> Where to next: what will be the next part of our project? You will use all the information you just gathered. Next time we meet, you're going to focus on just one location. Next time we will be taking off our black hats and putting on our green hats. 		Peer assessment slips	Peer assessment	5.1.3 Demonstrate strategies to create a positive environment supporting student effort and learning.
4. Evaluation of lesson sequence Were tasks appropriate for different abilities/students needs in class? Where to now for each group?				3.1.10 Demonstrate an understanding of the principles and practices for using student assessment results to reflect on lesson sequences and inform further planning of teaching and learning.

Groups

GROUP 1	
Nikki	Feeling
Matthew	Photographer
Sunny	Group Organiser
Gemma	Unsafe
Gabi	Facts
Locations	1,2,3

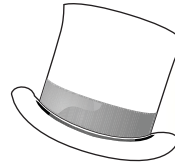
GROUP 2	
Felix	Facts
Jennifer	Photographer
Paul	Feeling
Sarah	Group Organiser
Natalie	Unsafe
Locations	2,3,1

GROUP 3	
Adam	Photographer
Timothy	Facts
Thomas	Unsafe
Ashley	Group Organiser
Holly	Feeling
Locations	3,1,2

GROUP 4	
Jack	Feeling
James	Unsafe
Saakshi	Photographer
Fiona	Facts
Sally	Group Organiser
Locations	1,2,3

GROUP 5	
Louis	Unsafe
Sasha	Feeling
Daniel	Photographer
Stanley	Group Organiser
Kyla	Facts
Locations	2,3,1

your job is to think about the facts.



LOCATION 1

- Use your group map to go to Location 1.
- Spend 5 minutes with your group here.
(You each have a different task to do here. Help each other.)

How is this area used?	Who uses it?	When is it used most?
• Example: running games		

• After 5 minutes, go to location 2.

LOCATION 2

- Use your group map to go to Location 2.
- Spend 5 minutes with your group here.
(You each have a different task to do here. Help each other.)

How is this area used?	Who uses it?	When is it used most?
• Example: running games		

• After 5 minutes, go to location 3.

LOCATION 3

- Use your group map to go to Location 3.
- Spend 5 minutes with your group here.
(You each have a different task to do here. Help each other.)

How is this area used?	Who uses it?	When is it used most?
• Example: running games		

your job is to think about what is unsafe.

LOCATION 1

- Use your group map to go to Location 1.
- Spend **5 minutes here**. You each have a different task . Help each other.)



★ What are the unsafe parts of Location 1?

Draw a picture in this box (you can draw more than one thing)

Label your
picture!

LOCATION 2

★ What are the unsafe parts of Location 2?

Draw a picture in this box (you can draw more than one thing)

Label your
picture!

LOCATION 3

★ What are the unsafe parts of Location 3?

Draw a picture in this box (you can draw more than one thing)

Label your
picture!

your job is to consider how your group feels about each location.



LOCATION 1

- Use your group map to go to Location 1.
- Spend **5 minutes here**. You each have a different task . Help each other.)

★ Ask your group these 2 questions and circle the answer you agree on the most:

1) How much do you like to play here?

- a) Everyday - this is my favourite place!
- b) Sometimes
- c) Never - I don't like it here at all

2) Has anyone in your group had an accident here?

- a) Yes - more than 1 person has had an accident here
- b) Yes - 1 person has had an accident here
- c) No - none of our group has had an accident here

LOCATION 2

★ Ask your group these 3 questions and circle the answer you agree on the most:

1) How much do you like to play here?

- a) Everyday - this is my favourite place!
- b) Sometimes
- c) Never - I don't like it here at all

2) Has anyone in your group had an accident here?

- a) Yes - more than 1 person has had an accident here
- b) Yes - 1 person has had an accident here
- c) No - none of our group has had an accident here

3) Write what your group doesn't like about this location:

We don't like

LOCATION 3

★ Ask your group these 3 questions and circle the answer you agree on the most:

1) How much do you like to play here?

- a) Everyday - this is my favourite place!
- b) Sometimes
- c) Never - I don't like it here at all

2) Has anyone in your group had an accident here?

- a) Yes - more than 1 person has had an accident here
- b) Yes - 1 person has had an accident here
- c) No - none of our group has had an accident here

3) Write what your group doesn't like about this location:

We don't like

_____ your job is to photograph.



LOCATION 1

- Use your group map to go to Location 1.
- Spend **5 minutes here**. You each have a different task . Help each other.)

★ Talk with your group about what is most unsafe about location 1.

Take one photograph.

Write why you took the photograph below:

We took the photograph because _____

LOCATION 2

★ Talk with your group about what is most unsafe about location 2.

Take one photograph.

Write why you took the photograph below:

We took the photograph because _____

LOCATION 3

★ Talk with your group about what is most unsafe about location 3.

Take one photograph.

Write why you took the photograph below:

We took the photograph because _____

_____ your job is to to be the group organiser.



- Use your group map to go to Location 1, then 2, then 3.
- As the group organiser, it is your job to help your group work together, sensibly.

Here are your jobs:

- ★ Your group must spend 5 minutes at each location.
You must use the watch to help your group know when it is time to move to the next location.
- ★ Make sure everyone in their group knows how to do their task.
Ask if anyone needs help.
- ★ Make sure your group are talking to each other about the task
Is your group are using 'build-up' words?
Try using some build-up words to all your group members.
– For example, "I really like your drawing of the tyres!"
- ★ If all your group members have finished their tasks, try asking some other questions.

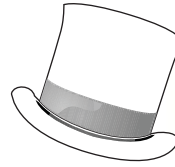
For example:

- Which location is the most unsafe?

-
- Which location is the most ugly?

-
- Which location would our group like to work on for our model? Why?
-

your job is to think about the facts.



LOCATION 2

- Use your group map to go to Location 2.
- Spend 5 minutes with your group here.
(You each have a different task to do here. Help each other.)

How is this area used?	Who uses it?	When is it used most?
• Example: running games		

- After 5 minutes, go to location 3.

LOCATION 3

- Use your group map to go to Location 3.
- Spend 5 minutes with your group here.
(You each have a different task to do here. Help each other.)

How is this area used?	Who uses it?	When is it used most?
• Example: running games		

- After 5 minutes, go to location 1.

LOCATION 1

- Use your group map to go to Location 1.
- Spend 5 minutes with your group here.
(You each have a different task to do here. Help each other.)

How is this area used?	Who uses it?	When is it used most?
• Example: running games		

your job is to think about what is unsafe.

LOCATION 2

- Use your group map to go to Location2.
- Spend **5 minutes here**. You each have a different task . Help each other.)



★ What are the unsafe parts of Location 1?

Draw a picture in this box (you can draw more than one thing)

Label your
picture!

LOCATION 3

★ What are the unsafe parts of Location 3?

Draw a picture in this box (you can draw more than one thing)

Label your
picture!

LOCATION 1

★ What are the unsafe parts of Location 1?

Draw a picture in this box (you can draw more than one thing)

Label your
picture!

your job is to consider how your group feels about each location.



LOCATION 2

- Use your group map to go to Location 2
- Spend **5 minutes here**. You each have a different task . Help each other.)

★ Ask your group these 2 questions and circle the answer you agree on the most:

1) How much do you like to play here?

- a) Everyday - this is my favourite place!
- b) Sometimes
- c) Never - I don't like it here at all

2) Has anyone in your group had an accident here?

- a) Yes - more than 1 person has had an accident here
- b) Yes - 1 person has had an accident here
- c) No - none of our group has had an accident here

LOCATION 3

★ Ask your group these 3 questions and circle the answer you agree on the most:

1) How much do you like to play here?

- a) Everyday - this is my favourite place!
- b) Sometimes
- c) Never - I don't like it here at all

2) Has anyone in your group had an accident here?

- a) Yes - more than 1 person has had an accident here
- b) Yes - 1 person has had an accident here
- c) No - none of our group has had an accident here

3) Write what your group doesn't like about this location:

We don't like

LOCATION 1

★ Ask your group these 3 questions and circle the answer you agree on the most:

1) How much do you like to play here?

- a) Everyday - this is my favourite place!
- b) Sometimes
- c) Never - I don't like it here at all

2) Has anyone in your group had an accident here?

- a) Yes - more than 1 person has had an accident here
- b) Yes - 1 person has had an accident here
- c) No - none of our group has had an accident here

3) Write what your group doesn't like about this location:

We don't like

_____ your job is to photograph.



LOCATION 2

- Use your group map to go to Location 2.
- Spend **5 minutes here**. You each have a different task . Help each other.)

★ Talk with your group about what is most unsafe about location 1.

Take one photograph.

Write why you took the photograph below:

We took the photograph because _____

LOCATION 3

★ Talk with your group about what is most unsafe about location 2.

Take one photograph.

Write why you took the photograph below:

We took the photograph because _____

LOCATION 1

★ Talk with your group about what is most unsafe about location 3.

Take one photograph.

Write why you took the photograph below:

We took the photograph because _____

_____ your job is to to be the group organiser.



- Your group will go to Location 2, then 3, then 1
- As the group organiser, it is your job to help your group work together, sensibly.

Here are your jobs:

- ★ Your group must spend 5 minutes at each location.
You must use the watch to help your group know when it is time to move to the next location.
- ★ Make sure everyone in their group knows how to do their task.
Ask if anyone needs help.
- ★ Make sure your group are talking to each other about the task
Is your group are using 'build-up' words?
Try using some build-up words to all your group members.
– For example, "I really like your drawing of the tyres!"
- ★ If all your group members have finished their tasks, try asking some other questions.

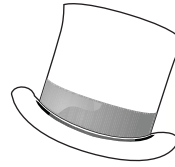
For example:

- Which location is the most unsafe?

-
- Which location is the most ugly?

-
- Which location would our group like to work on for our model? Why?
-

your job is to think about the facts.



LOCATION 3

- Use your group map to go to Location 3.
- Spend 5 minutes with your group here.
(You each have a different task to do here. Help each other.)

How is this area used?	Who uses it?	When is it used most?
• Example: running games		

- After 5 minutes, go to location 1.

LOCATION 1

- Use your group map to go to Location 1
- Spend 5 minutes with your group here.
(You each have a different task to do here. Help each other.)

How is this area used?	Who uses it?	When is it used most?
• Example: running games		

- After 5 minutes, go to location 2.

LOCATION 2

- Use your group map to go to Location 2.
- Spend 5 minutes with your group here.
(You each have a different task to do here. Help each other.)

How is this area used?	Who uses it?	When is it used most?
• Example: running games		

your job is to think about what is unsafe.

**LOCATION 3**

- Use your group map to go to Location 3.
- Spend **5 minutes here**. You each have a different task . Help each other.)

★ **What are the unsafe parts of Location 3?**

Draw a picture in this box (you can draw more than one thing)

Label your picture!

LOCATION 1

★ **What are the unsafe parts of Location 1?**

Draw a picture in this box (you can draw more than one thing)

Label your picture!

LOCATION 2

★ **What are the unsafe parts of Location 2?**

Draw a picture in this box (you can draw more than one thing)

Label your picture!

your job is to consider how your group feels about each location.



LOCATION 3

- Use your group map to go to Location 3.
- Spend **5 minutes here**. You each have a different task . Help each other.)

★ Ask your group these 2 questions and circle the answer you agree on the most:

1) How much do you like to play here?

- a) Everyday - this is my favourite place!
- b) Sometimes
- c) Never - I don't like it here at all

2) Has anyone in your group had an accident here?

- a) Yes - more than 1 person has had an accident here
- b) Yes - 1 person has had an accident here
- c) No - none of our group has had an accident here

LOCATION 1

★ Ask your group these 3 questions and circle the answer you agree on the most:

1) How much do you like to play here?

- a) Everyday - this is my favourite place!
- b) Sometimes
- c) Never - I don't like it here at all

2) Has anyone in your group had an accident here?

- a) Yes - more than 1 person has had an accident here
- b) Yes - 1 person has had an accident here
- c) No - none of our group has had an accident here

3) Write what your group doesn't like about this location:

We don't like

LOCATION 2

★ Ask your group these 3 questions and circle the answer you agree on the most:

1) How much do you like to play here?

- a) Everyday - this is my favourite place!
- b) Sometimes
- c) Never - I don't like it here at all

2) Has anyone in your group had an accident here?

- a) Yes - more than 1 person has had an accident here
- b) Yes - 1 person has had an accident here
- c) No - none of our group has had an accident here

3) Write what your group doesn't like about this location:

We don't like

_____ your job is to photograph.

**LOCATION 3**

- Use your group map to go to Location 3.
- Spend **5 minutes here**. You each have a different task . Help each other.)

★ Talk with your group about what is most unsafe about location 1.

Take one photograph.

Write why you took the photograph below:

We took the photograph because _____

LOCATION 1

★ Talk with your group about what is most unsafe about location 1.

Take one photograph.

Write why you took the photograph below:

We took the photograph because _____

LOCATION 2

★ Talk with your group about what is most unsafe about location 2.

Take one photograph.

Write why you took the photograph below:

We took the photograph because _____

_____ your job is to to be the group organiser.



- Your group will go to Location 3, then 1, then 2.
- As the group organiser, it is your job to help your group work together, sensibly.

Here are your jobs:

- ★ Your group must spend 5 minutes at each location.
You must use the watch to help your group know when it is time to move to the next location.
- ★ Make sure everyone in their group knows how to do their task.
Ask if anyone needs help.
- ★ Make sure your group are talking to each other about the task
Is your group are using 'build-up' words?
Try using some build-up words to all your group members.
– For example, "I really like your drawing of the tyres!"
- ★ If all your group members have finished their tasks, try asking some other questions.

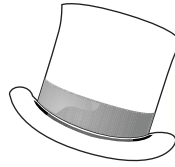
For example:

- Which location is the most unsafe?

-
- Which location is the most ugly?

-
- Which location would our group like to work on for our model? Why?
-

your job is to think about the facts.



LOCATION 1

- Use your group map to go to Location 1.
- Spend 5 minutes with your group here.
(You each have a different task to do here. Help each other.)

How is this area used?	Who uses it?	When is it used most?
• Example: running games		

- After 5 minutes, go to location 2.

LOCATION 2

- Use your group map to go to Location 2.
- Spend 5 minutes with your group here.
(You each have a different task to do here. Help each other.)

How is this area used?	Who uses it?	When is it used most?
• Example: running games		

- After 5 minutes, go to location 3.

LOCATION 3

- Use your group map to go to Location 3.
- Spend 5 minutes with your group here.
(You each have a different task to do here. Help each other.)

How is this area used?	Who uses it?	When is it used most?
• Example: running games		

your job is to think about what is unsafe.



LOCATION 1

- Use your group map to go to Location 1.
- Spend **5 minutes here**. You each have a different task . Help each other.)

★ What are the unsafe parts of Location 1?

Draw a picture in this box (you can draw more than one thing)

Label your
picture!

LOCATION 2

★ What are the unsafe parts of Location 2?

Draw a picture in this box (you can draw more than one thing)

Label your
picture!

LOCATION 3

★ What are the unsafe parts of Location 3?

Draw a picture in this box (you can draw more than one thing)

Label your
picture!

your job is to consider how your group feels about each location.



LOCATION 1

- Use your group map to go to Location 1.
- Spend **5 minutes here**. You each have a different task . Help each other.)

★ Ask your group these 2 questions and circle the answer you agree on the most:

1) How much do you like to play here?

- a) Everyday - this is my favourite place!
- b) Sometimes
- c) Never - I don't like it here at all

2) Has anyone in your group had an accident here?

- a) Yes - more than 1 person has had an accident here
- b) Yes - 1 person has had an accident here
- c) No - none of our group has had an accident here

LOCATION 2

★ Ask your group these 3 questions and circle the answer you agree on the most:

1) How much do you like to play here?

- a) Everyday - this is my favourite place!
- b) Sometimes
- c) Never - I don't like it here at all

2) Has anyone in your group had an accident here?

- a) Yes - more than 1 person has had an accident here
- b) Yes - 1 person has had an accident here
- c) No - none of our group has had an accident here

3) Write what your group doesn't like about this location:

We don't like

LOCATION 3

★ Ask your group these 3 questions and circle the answer you agree on the most:

1) How much do you like to play here?

- a) Everyday - this is my favourite place!
- b) Sometimes
- c) Never - I don't like it here at all

2) Has anyone in your group had an accident here?

- a) Yes - more than 1 person has had an accident here
- b) Yes - 1 person has had an accident here
- c) No - none of our group has had an accident here

3) Write what your group doesn't like about this location:

We don't like

_____ your job is to photograph.



LOCATION 1

- Use your group map to go to Location 1.
- Spend **5 minutes here**. You each have a different task . Help each other.)

★ Talk with your group about what is most unsafe about location 1.

Take one photograph.

Write why you took the photograph below:

We took the photograph because _____

LOCATION 2

★ Talk with your group about what is most unsafe about location 2.

Take one photograph.

Write why you took the photograph below:

We took the photograph because _____

LOCATION 3

★ Talk with your group about what is most unsafe about location 3.

Take one photograph.

Write why you took the photograph below:

We took the photograph because _____

_____ your job is to to be the group organiser.



- Use your group map to go to Location 1, then 2, then 3.
- As the group organiser, it is your job to help your group work together, sensibly.

Here are your jobs:

- ★ Your group must spend 5 minutes at each location.
You must use the watch to help your group know when it is time to move to the next location.
- ★ Make sure everyone in their group knows how to do their task.
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– For example, "I really like your drawing of the tyres!"
- ★ If all your group members have finished their tasks, try asking some other questions.

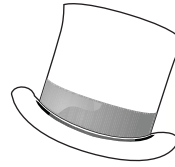
For example:

- Which location is the most unsafe?

-
- Which location is the most ugly?

-
- Which location would our group like to work on for our model? Why?
-

your job is to think about the facts.



LOCATION 2

- Use your group map to go to Location 2.
- Spend 5 minutes with your group here.
(You each have a different task to do here. Help each other.)

How is this area used?	Who uses it?	When is it used most?
• Example: running games		

- After 5 minutes, go to location 3.

LOCATION 3

- Use your group map to go to Location 3.
- Spend 5 minutes with your group here.
(You each have a different task to do here. Help each other.)

How is this area used?	Who uses it?	When is it used most?
• Example: running games		

- After 5 minutes, go to location 1.

LOCATION 1

- Use your group map to go to Location 1.
- Spend 5 minutes with your group here.
(You each have a different task to do here. Help each other.)

How is this area used?	Who uses it?	When is it used most?
• Example: running games		

your job is to think about what is unsafe.

**LOCATION 2**

- Use your group map to go to Location 1.
- Spend **5 minutes here**. You each have a different task . Help each other.)

★ **What are the unsafe parts of Location 2?**

Draw a picture in this box (you can draw more than one thing)

Label your picture!

LOCATION 3

★ **What are the unsafe parts of Location 3?**

Draw a picture in this box (you can draw more than one thing)

Label your picture!

LOCATION 1

★ **What are the unsafe parts of Location 1?**

Draw a picture in this box (you can draw more than one thing)

Label your picture!

your job is to consider how your group feels about each location.



LOCATION 2

- Use your group map to go to Location 2.
- Spend **5 minutes here**. You each have a different task . Help each other.)

★ Ask your group these 2 questions and circle the answer you agree on the most:

1) How much do you like to play here?

- a) Everyday - this is my favourite place!
- b) Sometimes
- c) Never - I don't like it here at all

2) Has anyone in your group had an accident here?

- a) Yes - more than 1 person has had an accident here
- b) Yes - 1 person has had an accident here
- c) No - none of our group has had an accident here

LOCATION 3

★ Ask your group these 3 questions and circle the answer you agree on the most:

1) How much do you like to play here?

- a) Everyday - this is my favourite place!
- b) Sometimes
- c) Never - I don't like it here at all

2) Has anyone in your group had an accident here?

- a) Yes - more than 1 person has had an accident here
- b) Yes - 1 person has had an accident here
- c) No - none of our group has had an accident here

3) Write what your group doesn't like about this location:

We don't like

LOCATION 1

★ Ask your group these 3 questions and circle the answer you agree on the most:

1) How much do you like to play here?

- a) Everyday - this is my favourite place!
- b) Sometimes
- c) Never - I don't like it here at all

2) Has anyone in your group had an accident here?

- a) Yes - more than 1 person has had an accident here
- b) Yes - 1 person has had an accident here
- c) No - none of our group has had an accident here

3) Write what your group doesn't like about this location:

We don't like

_____ your job is to photograph.

**LOCATION 2**

- Use your group map to go to Location 1.
- Spend **5 minutes here**. You each have a different task . Help each other.)

★ Talk with your group about what is most unsafe about location 2.

Take one photograph.

Write why you took the photograph below:

We took the photograph because _____

LOCATION 3

★ Talk with your group about what is most unsafe about location 3.

Take one photograph.

Write why you took the photograph below:

We took the photograph because _____

LOCATION 1

★ Talk with your group about what is most unsafe about location 1.

Take one photograph.

Write why you took the photograph below:

We took the photograph because _____

_____ your job is to to be the group organiser.



- Your group will go to Location 2, then 3, then 1
- As the group organiser, it is your job to help your group work together, sensibly.

Here are your jobs:

- ★ Your group must spend 5 minutes at each location.
You must use the watch to help your group know when it is time to move to the next location.
- ★ Make sure everyone in their group knows how to do their task.
Ask if anyone needs help.
- ★ Make sure your group are talking to each other about the task
Is your group are using 'build-up' words?
Try using some build-up words to all your group members.
– For example, "I really like your drawing of the tyres!"
- ★ If all your group members have finished their tasks, try asking some other questions.

For example:

- Which location is the most unsafe?

-
- Which location is the most ugly?

-
- Which location would our group like to work on for our model? Why?
-

Group 1

Instructions

Each of you has a different task to do:

GROUP 1	
Nikki	Red hat thinker
Matthew	Photographer
Sunny	Group Organiser
Gemma	Black hat thinker
Gabi	White hat thinker

- 1) First, find Location 1. Spend 5 minutes helping each other to do your tasks.
- 2) Second, find Location 2. Spend 5 minutes helping each other to do your tasks.
- 3) Third, find Location 3. Spend 5 minutes helping each other to do your tasks.

Come back to the classroom.

Group 2

Instructions

Each of you has a different task to do:

GROUP 2	
Paul	Red hat thinker
Jennifer	Photographer
Sarah	Group Organiser
Natalie	Black hat thinker
Felix	White hat thinker

- 1) First, find Location 2. Spend 5 minutes helping each other to do your tasks.
- 2) Second, find Location 3. Spend 5 minutes helping each other to do your tasks.
- 3) Third, find Location 1. Spend 5 minutes helping each other to do your tasks.

Come back to the classrom.

Group 3

Instructions

Each of you has a different task to do:

GROUP 3	
Holly	Red hat thinker
Adam	Photographer
Ashley	Group Organiser
Thomas	Black hat thinker
Timothy	White hat thinker

- 1) First, find Location 3. Spend 5 minutes helping each other to do your tasks.
- 2) Second, find Location 1. Spend 5 minutes helping each other to do your tasks.
- 3) Third, find Location 2. Spend 5 minutes helping each other to do your tasks.

Come back to the classroom.

Group 4

Instructions

Each of you has a different task to do:

GROUP 4	
Saakshi	Red hat thinker
Jack	Photographer
Sally	Group Organiser
James	Black hat thinker
Fiona	White hat thinker

- 1) First, find Location 1. Spend 5 minutes helping each other to do your tasks.
- 2) Second, find Location 2. Spend 5 minutes helping each other to do your tasks.
- 3) Third, find Location 3. Spend 5 minutes helping each other to do your tasks.

Come back to the classroom.

Group 5 Instructions

Each of you has a different task to do:

GROUP 5	
Sasha	Red hat thinker
Daniel	Photographer
Stanley	Group Organiser
Louis	Black hat thinker
Kyla	White hat thinker

- 1) First, find Location 2. Spend 5 minutes helping each other to do your tasks.
- 2) Second, find Location 3. Spend 5 minutes helping each other to do your tasks.
- 3) Third, find Location 1. Spend 5 minutes helping each other to do your tasks.

Come back to the classroom.

Group 1 Instructions

Each of you has a different task to do:

GROUP 1	
Nikki	Red hat thinker
Matthew	Photographer
Sunny	Group Organiser
Gemma	Black hat thinker
Gabi	White hat thinker

- 1) First, find Location 1. Spend 5 minutes helping each other to do your tasks.
- 2) Second, find Location 2. Spend 5 minutes helping each other to do your tasks.
- 3) Third, find Location 3. Spend 5 minutes helping each other to do your tasks.

Come back to the classroom.

Group 2 Instructions

Each of you has a different task to do:

GROUP 2	
Paul	Red hat thinker
Jennifer	Photographer
Sarah	Group Organiser
Natalie	Black hat thinker
Felix	White hat thinker

- 1) First, find Location 2. Spend 5 minutes helping each other to do your tasks.
- 2) Second, find Location 3. Spend 5 minutes helping each other to do your tasks.
- 3) Third, find Location 1. Spend 5 minutes helping each other to do your tasks.

Come back to the classroom.

Group 3 Instructions

Each of you has a different task to do:

GROUP 3	
Holly	Red hat thinker
Adam	Photographer
Ashley	Group Organiser
Thomas	Black hat thinker
Timothy	White hat thinker

- 1) First, find Location 3. Spend 5 minutes helping each other to do your tasks.
- 2) Second, find Location 1. Spend 5 minutes helping each other to do your tasks.
- 3) Third, find Location 2. Spend 5 minutes helping each other to do your tasks.

Come back to the classroom.

Group 4 Instructions

Each of you has a different task to do:

GROUP 4	
Saakshi	Red hat thinker
Jack	Photographer
Sally	Group Organiser
James	Black hat thinker
Fiona	White hat thinker

- 1) First, find Location 1. Spend 5 minutes helping each other to do your tasks.
- 2) Second, find Location 2. Spend 5 minutes helping each other to do your tasks.
- 3) Third, find Location 3. Spend 5 minutes helping each other to do your tasks.

Come back to the classroom.

Group 5 Instructions

Each of you has a different task to do:

GROUP 5	
Sasha	Red hat thinker
Daniel	Photographer
Stanley	Group Organiser
Louis	Black hat thinker
Kyla	White hat thinker

- 1) First, find Location 2. Spend 5 minutes helping each other to do your tasks.
- 2) Second, find Location 3. Spend 5 minutes helping each other to do your tasks.
- 3) Third, find Location 1. Spend 5 minutes helping each other to do your tasks.

Come back to the classroom.

Our design solution:

1. The **area** we are working on is : We want to **fix**:

2. Are you going to **take anything away** from the area? If yes, what?

3. What are you going to **build** in the area?

We are building:	<i>How big</i> will it be?	What will it be <i>made of</i> ?	What will it be <i>next to</i> ?	How will it <i>fix the problem</i> ?	Describe <i>how you will model</i> this part?	<i>Who</i> will do it?

Designing
a solution





Group Number:

Sketch of our design idea : don't forget to include things that are already there **AND** the things you are building !

Bird's-eye view of our design idea (you will draw this on the base of your model):

My name:_____ My group number:_____

How well did your group
work together? (circle one)

- 1) Really well 😊😊
2) Okay 😊
3) Not very well ☹️

Write one thing
your group can do
to improve:

My name:_____ My group number:_____

How well did your group
work together? (circle one)

- 1) Really well 😊😊
2) Okay 😊
3) Not very well ☹️

Write one thing
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your group can do
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